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ABSTRACT

This annotated bibliography contains 100 English-language annotations of newspapers and government publications covering educational topics of interest to North Africans. The majority of the items cited were published in 1974. Citations are categorized by country: Algeria, Libya, Morocco, and Tunisia. Within these major categories are subtopics that include philosophy and theory of education, educational organization (K-higher education), adult education, teacher training, religious education, special education, teaching aids, and illiteracy. Lists of authors and periodicals conclude the bibliography. (RM)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

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MOROCCO

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P R E F A C E

Combatting illiteracy, preparing an often isolated youth with little broad cultural background to meet the needs and to face the requirements of modern society, and adapting to a multilingual situation - these are the major factors influencing educational philosophy in the Maghreb.

Illiteracy is being reduced by spectacular efforts at universal schooling.

In view of the wide-spread and sometimes dramatic social change taking place in these countries, education is in a transitional period during which it is trying to achieve a balance between the classic values and methods inherited from the colonizing countries and the practical needs imposed by a society which is increasingly in need of skilled labor and of teachers themselves.

Adapting education to the peculiarities of a multilingual population has in the past been a cause of frequent and disrupting changes of curriculum, but many of the problems related to this are now being resolved, and a clear trend towards "Arabization" can now be remarked, with an attendant emphasis on instilling in children a consciousness of their Arab and Islamic heritage.

The main difficulty in compiling a bibliography such as this is that most material must come from newspapers and from government publications. Other material, where it exists, has been published outside the countries and has not always been classified. Thus there are available many figures, many statements of policy, some evaluation of past results and practices, and very little thorough analysis.

Despite the inadequacies which necessarily result from these difficulties, these issues will, we hope, be of use not only to educators and students, but also to those with a general interest in North Africa.

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I. ALGERIA

Philosophy and theory of education

1. Mechri, Benaouda. "Journée d'information pour le personnel enseignant" (Information day for the teaching staff). El Moudjahid, March 9, 1974, p. 8.

In this article, the inspector of primary and vocational education explains the scope and the aims of the new organization of education. The school, he says, must offer the pupil a range of cultural, artistic and sports activities permitting him to find and develop his personality. The school has a new role to play.

2. Lahbabi, Mohamed Aziz. "Un nouveau système d'enseignement" (A new teaching system). El Moudjahid culturel, March 29, 1974, p. 15.

According to this author, the preparation of the world of tomorrow consists not only in capital investments, but also in investments of organization, knowledge and new attitudes, leading to the reform of attitudes implied by adaptation to the real world of today and to the post-industrial world of tomorrow. If the reciprocally negative dialogue set up by the west is to be overcome, a radical reform of education is necessary.

3. "IIe plan quadriennal. Wilaya de Tlemcen" (The second four-year plan. The wilaya of Tlemcen). El Moudjahid, January 2, 1974, p. 7 (1 col.).

This article, the second part of an inquiry concerning the second four-year plan in the Wilaya of Tlemcen, speaks of the different proposals made in the sector of education, housing, health and community facilities.

The actions undertaken in education have three aims: meeting social needs in education and culture, meeting priority needs for labor, and meeting the needs created by the development of the educational system. The actions are taking five directions: universalization of primary school education (around 95% at the end of the second plan); the development of vocational and polytechnical education; the giving of priority to the technical and scientific sections of secondary education (50% of the secondary school students will follow technical courses); in higher education, the creation of a university seems to be called for; an additional program of religious education.

4. "Finances 74." El Moudjahid, January 8, 1974, p. 3.

This article reports that expenses for facilities are characterized by a predominance of education and training expenses, which represent 30% of the operating budget. A table is given showing the operating expenditures devoted to education and training since 1969.

5. "La situation scolaire dans le daira de Ghazaouet (Tlemcen)" [The school situation in the daira of Ghazaouet (Tlemcen)]. El Moudjahid, January 16, 1974, p. 8.

This is an analysis, by the inspector of primary and vocational education, of the school situation in this daira as the current four-year plan draws to a close. A system of primary school inspection set up at the level of the daira has made it possible to solve many problems locally. School enrollment has reached 70% in certain sectors, and there has been a 12% increase over 1972. Several schools have been built, and the communes of the daira have set up 99 classes and 58 housing facilities under the four-year and special plans.

Two vocational high schools are being built. Teachers are showing great enthusiasm, and the staff of the primary schools is now entirely Algerian.

6. "Deuxième plan quadriennal dans la wilaya de Saida. Dans la voie du progrès social" (The second four-year plan in the wilaya of Saida. On the path to social progress). El Moudjahid, January 22, 1974, p. 9.

The endowments of the Special Program have more than satified this wilaya's needs in elementary education. The number of secondary school students has risen to 4500. Technical education, however, is languishing and the situation cannot be improved until an acceptable sub-structure has been set up. The Education Bureau has proposed classrooms, housing, multi-purpose rooms in the lycees, and a center for pedagogical diffusion. Two other bureaus are handling training. There are plans to set up one vocational training center in the head town of each daira.

7. Zemouri, Kamal. "1er plan quadriennal II. Enseignement: une croissance jugée satisfaisante" (1st four-year plan II. Education: a growth which is considered satisfactory). Révolution africaine, no. 518, January 25-31, 1974, pp. 12-17.

The period of this four-year plan (1970-73) has had a considerable effect on education in making it more democratic and in giving it a scientific and technical stamp. At the elementary level, universal enrollment was the prime objective. Other general objectives were improvement of the school system and regional equilibrium. The article studies the results for primary, vocational and secondary education. An analysis of what has been accomplished shows that quantitatively speaking, the aims have been reached. Certain sectors of education have posed difficulties of all sorts.

8. "Seminaire annuel des cadres des enseignements primaire et secondaire" (Annual seminar of the trained staff of primary and secondary education). El Moudjahid, February 27, 1974, p. 2 (1/4 col.).

In a speech given at the opening of this seminar, the Minister of Primary and Secondary Education discussed briefly primary and secondary instruction, then outlined the new reform to be carried out, as a result of which a fundamental polytechnical school with unified instruction is to be built. He spoke also of the political training of children from 6 to 16 years old.

9. "Réunion des cadres des enseignements primaire et secondaire. L'application des nouvelles mesures dans le deuxième plan quadriennal" (Meeting of the primary and secondary school staff. The application of new measures in the second four-year plan). El Moudjahid, February 28, 1974, p. 2 (1/2 col.).

The main subjects of debate at the meeting reported on in this article were the fundamental 9-year school, polytechnical instruction, the teaching language, content, programs, methods, the training of teaching staff and the means necessary to implement the entire program. Still to be examined were pedagogical problems, teacher training problems, and problems of buildings and facilities.

10. "Enseignement. Croissance et réforme liées" (Education. Growth and reform related). Révolution africaine, no. 524, March 1974, p. 9.

The next plan is not only to be a plan of growth; it is also to provide a link between quantitative and qualitative objectives. The reform of education to be undertaken during the second four-year plan, is to extend over three four-year periods. In 1985, the Algerian schools will offer nine years of study to those between 6 and 16, and their internal structures and content will have been radically changed. Education will be comprehensive, and the students will be initiated into economically profitable activities. There will be, in addition to theoretical education, pre-profession instruction.

Educational organization - Primary education

11. Bendifallah, Kamel. "Réforme de l'enseignement primaire. La 'dictée' supprimée pour l'entrée en 1ère année moyenne" (The reform of primary education. The "dictée" has been eliminated from the requirements for entering secondary vocational schools). El Moudjahid, March 20, 1974, p. 11.

In this article, a school principal discusses the reform of primary education, the changes and innovations that have been made. The entrance "examination" for the sixth year is the most important in a student's entire academic life. Because of the large number of candidates, and the shortage of schools and teachers, the number of admissions depends on the number of places available.

The author then presents the structure of the sixth-year entrance examination in 1974, comments on and criticizes it, and points out that the most important innovation is the removal of the requirement of the "dictée", since Algerian schoolchildren have difficulty with French spelling.

12. Dahbal, M. H. "Nos enfants dans leurs jardins" (Our children in their gardens). El Moudjahid, March 27, 1974, p. 6 (1 col.); March 28, p. 6 (1 col.); March 29, p. 6 (1 col.), March 30, p. 6 (1 col); March 31, p. 6 (1 col.); April 2, p. 6 (1/2 col.).

The bureau responsible for kindergartens has made an effort to raise the level of the staff and has undertaken their training and further training (creation of a school for kindergarten teachers). This interview with one authority bore on a number of kindergartens. In the second and fourth parts, the author shows some establishments. The third part shows the importance of inculcating social behavior in children.

The role of the kindergarten in the training of the future adult is discussed. It is pointed out that the teaching staff must be stabilized and the salaries improved.

Educational organization - Vocational education

13. "Tittori: la situation de l'enseignement technique et agricole" (Tittori: the situation in technical and agricultural education). El Moudjahid, January 13-14, 1974, p. 6 (3/4 col.).

Technical and agricultural education in the wilaya of Tittori is a factor to be reckoned with, especially in that this year it has become polytechnical. All of the courses of the first years in the old vocational high schools have been replaced by "polytechnicized" vocational courses. Only the weaving section has been retained, as a part of the country's cultural heritage. There are six polytechnical secondary schools and four agricultural establishments. There are eight establishments of polytechnical education for girls. The teaching staff numbers 186. Aside from certain delays in building and remodeling, the situation is entirely satisfactory.

14. "Formation: des cadres pour la RTA" (Training: qualified manpower for the RTA). El Moudjahid culturel, January 16, 1974, pp. 12-13.

The audiovisual sector is suffering from a great shortage of middle- and high-level skilled workers, especially in the technical branches.

This obstacle can be surmounted only by training manpower who will proceed directly to the production circuit. Scholarships should be provided for study abroad, and establishments created in Algeria for accelerated training.

This alternative raises difficulties which the author attempts to study.

15. Boussouaa, Mahmoud. "Tlemcen: Relancer les centres de formation féminine" (Tlemcen: giving new impetus to the centers for the training of women). El Moudjahid, February 13, 1974, p. 2 (1/2 col.).

The author says that women should acquire a training which will facilitate their tasks in all sectors of activity. Sewing centers have been closed because of budgetary shortages; out of 17, only 4 are functioning.

16. "Le centre de l'EMEPE de Tadeumit - Former de jeunes techniciens pour les unités industrielles" (The EMEPE center of Tadeumit - Training young technicians for the industrial units). El Moudjahid, March 3-4, 1974, p. 10.

This center is one of the National Establishments for the Education and Promotion of Children (EPEPE), responsibility for which has been assumed by the Ministry of Labor and Social Affairs. It operates with 200 boys following a 3-year cycle of studies. The program is similar to that of the National Technical Education Schools. There is a 66% rate of success, thanks to remedial courses for those having difficulty.

These children come from underprivileged backgrounds, and the establishment undertakes an action of rehabilitation in addition to education. Considerable job opportunities are open to the students. The center's chief difficulty is a shortage of teachers.

17. Dahbal, Mohamed el Hedi. "La formation des jeunes filles" (The training of young girls). El Moudjahid, March 13, 1974, p. 6 (1 col.).

This is a study of the efforts made by the wilaya of Algiers for education and training. The center for the training of young girls receives girls who have passed the age limit for the primary schools. At the end of three years of study they are given a certificate of professional aptitude. The 13 centers dependent upon the UNFA give girls a second chance in the form of vocational training combined with some general instruction. The small number of pupils is explained by a shortage of facilities.

Educational organization - Higher education

18. Cheloufi, Sid Ahmed. "Nouvel institut de technologie de l'éducation inauguré" (A new institute of educational technology is inaugurated). El Moudjahid, January 24, 1974, p. 8.

This institute is made up of four sections for male instructors, three for female instructors, and four for full-fledged teachers of vocational education. All courses are coeducational. The trainees receive theoretical instruction in the form of courses given according to modern educational methods and principles based on research, education, investigation and group work. Practical training consists of weekly training periods. Study trips are organized to familiarize students with the local, regional and national environment. Sports are not neglected.

The Institutes of Educational Technology thus fill the need for trained teaching staff and constitute an appreciable step forward within the framework of the cultural revolution.

19. Mohammedi, M. "A Oran, inauguration du nouvel institut technologique de la santé" (At Oran, inauguration of the new technological health institute). El Moudjahid, January 25, 1974, p. 2.

This institute, with an enrollment of 500, has 15 classrooms, 2 theaters, a cafeteria, a library, two residences, an administration building, four staff apartments and a sports ground.

It will train primarily technical assistants and midwives. The institute will reinforce free medical care by training paramedical staff. Similar institutes are to be created in Constantine and Algiers. The instruction is carried out using classic methods and the program lasts three years.

20. "Oran. L'université 76. M. Benyahia présente la maquette au Président Boumédienne" (Oran. The university for 76. Mr. Benyahia presents the scale model to President Boumédienne). El Moudjahid, March 16, 1974, p. 1 (1/2 col.).

This university is conceived for 8000 students, 850 teachers and researchers and 1000 administrative, technical and service employees. It will train all the specialized staff required by the socio-educational and economic sectors in the different scientific and technical branches, in the nine institutes of which it is to be composed. All that is necessary for its operation has been provided for - theaters, supervised work rooms, teaching and research laboratories, center for calculation, photocopying, reproduction, a library, workshops, and residence halls. The first section of the university will begin operations for the 1976-77 academic year.

21. "Télécommunications. Sortie d'une promotion de 63 techniciens supérieurs" (Telecommunications. A class of 63 higher-level technicians graduates). El Moudjahid, March 16, 1974, p. 2 (1/2 col.).

For more than 2 1/2 years these students have been attending the Institute of Technology and Telecommunications. The institute also trains applied engineers in a four-year course of study, but there is a shortage of space, and the laboratories (of which there are only four at present) are badly equipped for several specialties.

There are plans to extend the facilities for the next school year. The technicians will follow a one-year training period, and may then follow a normal cycle of additional training to become engineers.

Adult education

22. "Le 8 janvier journée arabe de l'alphabétisation" (January 8, Arab literacy day). El Moudjahid, January 8, 1974, p. 2 (1/4 col.).

Since 1966, Algeria has been a testing-ground in this field. With the financial help of the PNUD and the technical assistance of UNESCO, pilot projects have been set up to experiment with functional literacy.

Within the framework of a mass literacy program, the National Literacy Center has succeeded in teaching 400,000 Algerians how to read and write, and in making 70,000 functionally literate. Special programs have been set up for national firms. Additional efforts are being made for mass instruction.

Teacher training

23. Belkhodja, Amar. "Clôture de stages de l'éducation et de la culture" (Closing of the training periods in education and culture). El Moudjahid, January 17, 1974, p. 5

Several training periods have been organized by the bureau of education and culture. One was attended by 200 principals of primary schools, who underwent training in school administration. In one vocational high school, 200 teachers received the basics of pedagogy. A third training period was concerned with the organization of cultural activities.

The Director of Education and Culture emphasized, in closing these periods, the importance of training educational staff. He then gave a general report on the beginning of the school year and on future prospects.

24. "Pour la formation permanente de l'enseignement" (For permanent training in education). El Moudjahid, March 27, 1974, p. 9 (1/3 col.).

A residential training period was organized for teachers, with the assistance of inspectors, group leaders, pedagogical counsellors and education directors. The debates were to concern child psychology and pedagogy. Pedagogical methods and procedures were to be subjected to an analysis, backed up by examples. Work was to be done in groups.

Teaching aids

25. Abdelwahab, A. "Auxiliaires pédagogiques et échanges internationaux: l'expérience algérienne" (Pedagogical assistants and international exchanges: the Algerian experience). Perspectives de l'Education, vol. 2, no. 4, 1972, pp. 541-547.

This article is devoted to a study of pedagogical assistants: the media which make possible the transmission of the pedagogical message (teachers and technical means). It also studies the problems raised by international assistance.

Religious education

26. Borrmans, M. "Le Ministère de l'Enseignement Original et des Affaires Religieuses en Algérie et son activité culturelle" (The Ministry of Original Education and Religious Affairs in Algeria and its cultural activity). Oriente Moderno (Rome), vol. 52, no. 7-8, 1972, pp. 465-481.

The author recalls what happened to property in mortmain in colonial Algeria and analyzes the development of the Ministry of Property in Mortmain since 1962. He then discusses the present organization of the Ministry of Original (religious) Education and the importance of "Seminars on Islamic Thought."

Special education

27. Belkhodja, Amar. "Ouverture prochaine d'un centre spécialisé à Tiaret pour la sauvegarde de la jeunesse" (Opening soon, a specialized center at Tiaret for the preservation of young people). El Moudjahid, February 6, 1974, p. 8 (2 col.).

This center, which includes boarding facilities, will be able to house one hundred minors. It is an establishment conceived for the rehabilitation of minors who are in moral danger or who have committed crimes. It includes classes in general education given by teachers from the Bureau of Education and Culture, and two workshops of vocational training. Educators will be responsible for moral education, organization of recreational activities, and vocational education for the minors enrolled.

The opening of this center constitutes an appreciable contribution in the field of rehabilitation of adolescents.

28. Argelos, M. "Notes sur la débilité mentale en milieu algérien" (Notes on mental retardation in Algerian society). Les Cahiers de l'Enfance Inadaptée (Paris); vol. 23, no. 7, 1973, pp. 1-9.

The author gives the results of work done on some 100 children at the Gambetta specialized coeducational school in Oran, from the psychological and pedagogical observations of the school's teaching staff, and from monographs by students in child psychology at the Faculty of Letters of Oran.

Arabization and bilingualism

29. Guermadi, Salah El. "2e congrès de l'arabisation, Alger, 12 au 20 décembre 1973" (2nd conference on Arabization, Algiers, December 12 to 20, 1973). Revue de Presse, vol. 19, no. 181, January 1974, 2 pp.

This article is composed of excerpts from an interview with Salah El Guermadi, Director of Research at the University of Tunis. The conference was devoted to scientific questions and to the problems of unification of scientific terminology at all levels of primary and secondary instruction. The conclusions of the conference were satisfactory. The author also speaks of Tunisian experience in linguistics.

30. Sourian, Christiane. "L'arabisation en Algérie" (Arabization in Algeria). Zeitschrift für Kulturaustausch, no. 24, January 1974, pp. 85-98.

This study approaches the problem of Arabization in terms of cultural dynamics and attempts to analyze the conditions and consequences of their confrontation. Because of the long period of colonization, characterized by its policy of orientation towards everything French, Arabization appears here as a linguistic enrichment in a context of Arab-Muslim renewal, and at the same time as a process of cultural decolonization related to the concepts of Algerian nationalism. The effort at Arabization begun in 1965 was intensified in 1971. A certain number of lycées now teach entirely in Arabic, while in others the subjects or classes are being Arabized one by one. in 1973, one-third of all secondary school instruction was given in Arabic. The language has also made its entrance into higher education.

31. Fasla, Mohamed. "L'Union des Ecrivains et l'enseignement de la langue arabe" (The Writers' Union and the teaching of Arabic). El Moudjahid culturel, February 8, 1974, vol. 4, no. 111, pp. 1 & 8.

A Union of Algerian Writers has been founded, and their activity should be manifested in all sectors, particularly in the field of Arabic teaching and the spreading of Arabization.

Insufficient attention has been given to pedagogical means and to the supports for Arabization. This union provides the occasion for considering teaching books, particularly school texts, which despite invasion by oral expression of a world conquered by the mass media, remain the most important tool for teaching and transmission of information.

32. Amghar, Mohamed. "L'arabisation en question" (Arabization in question). El Moudjahid culturel, February 8, 1974, vol. 4, no. 111, pp. 9-10.

This is a crucial problem for Algerians, says the author, and a number of articles have already been written concerning it. The students' language is a mixture of literary Arabic, Algerian dialect and French, and this fact in itself shows that something is wrong. After a brief review of the situation of the Arabic language, the author stresses the importance of the language in cultural expression and in the definition of the Algerian personality, then gives a history of Arabization in the Arab world, pointing out that Syria is the only country where Arabic is really the universal language.

Arabic should, he says, be used for the teaching of the exact sciences, and something should be done with respect to terminology.

33. "Points de vue sur l'arabisation" (Viewpoints on Arabization). El Moudjahid, March 1, 1974, pp. 9-11.

This article reports that Al Asala, the revue of the Ministry of Original Education and Religious Affairs, has devoted a special issue to Arabization. In this issue, certain Algerians of note give their viewpoints on the question, and some of these are taken up by "El Moudjahid".

II. LIBYA

Philosophy and theory of education

34. "Meeting of the committee for the revision of teaching methods and their development; Dr. Sharif defines the educational policy that will affect development." Al-Balāgh, March 2, 1974, p. 2.

Dr. Muhammad Ahmed al-Sharif, Minister of Education and chairman of the Committee for Revision of Teaching Methods and their development, opened the fourth meeting of the committee by making a speech outlining the general educational policy that would lead to the formation of a better educational system. He also urged closer study of the following topics: 1) education and upbringing - from educational, social, psychological and scientific standpoints; 2) well-defined aims and special goals set for different educational levels; 3) memorization of the Koran; 4) fine arts education and its problems; 5) Education of women; 6) teaching of the Arabic language; 7) teaching of foreign languages; 8) positive conception of higher education.

35. al-Dasūqī, Muhammad. " For the sake of Islamic society: the unification of education" Al-fajr al-jadīd, March 4, 1974, p. 9.

This article (taking the position that "civil schools" are one of the products of imperialism) supports the "unification of state and religion" once again in Libya by urging the solid incorporation of Islamic teaching into the national educational system. The writer asserts that the idea of "unification of education" runs parallel to the national interests and educational goals of Libya and has roots in Arab history - which tends to indicate its positive possibilities for success with modern application. Thus the writer expresses his hope for the setting up of a national educational system that is well-balanced and integrated, serving both civil and religious aims.

36. al-Dasūqī, Muhammad. " On the unification of education" Al-fajr al-jadīd, March 11, 1974, p. 9.

In this article is discussed "the unification of education" meaning the unification of the "Islamic" and "secular" (or "modern") teaching methodology. The writer takes the position that the teaching of Islam and its civilization should be an integral part of all educational programs and calls for a "well-balanced" teaching methodology in which the teaching of Islam is neither blown up out of proportion nor cast aside at the margins of an educational program.

37. "Education and the role of guidance." Al-ra'ia, March 17, 1974, p. 4.

Written by a teacher, this article is essentially an editorial summarizing the goals which teachers and others who play educative roles (such as the family) should strive to reach. The point is made that the classroom atmosphere should not be gloomy or morose, nor should the teacher be the stern strict "master" who follows the traditional methods of teaching (i.e. memorization, "stuffing" the students with facts without building meaningful relationships between different categories of knowledge, etc.). Many general directives are given (such as, urging the setting up of activities for students during vacation periods; the encouragement of practical application of knowledge; building a spirit of citizenship, etc.), most of which stress character-building and the shaping of a well-rounded individual.

38. "The stick that was the sign of the teacher's authority!" Al-usbu'al thaqafi, March 29, 1974, p. 10.

This article discusses the use of "the stick" in the classroom and the role it has played in the history of teaching, both in Europe and in the Arab world. The article states in editorial form that "the stick" or teacher's rod is out-of-date and inappropriate as a "tool" of teaching, because it does not provide a positive incentive for students to learn. The writer of the article invites comments and opinions from the readers on the use of the stick in the classroom.

Educational organization

39. "Ministry of Youth and Social Affairs issues two decisions extending the appointed time for the presentation of substantial pensions to students and the rules of qualifications for pensions according to the financial status of the family" Al-fajr al-jadīd, February 19, 1974, p. 8.

This article describes two decisions made by the Ministry of Youth and Social Affairs concerning the allocation of pensions to students who need different degrees of financial support depending on the financial status of their family. The date for distribution of the pensions was advanced to March 1, 1974; and the main conditions for distribution of the pensions as set forth in the law are outlined in the article.

40. "Representative of the Ministry of Education makes plans, along with the Rumanian delegation, for the establishment of 3,100 classrooms and internal study units for 9,000 students" Al-fajr al-jadīd, February 19, 1974, p. 8.

This article discusses a meeting that was held on February 18, between a representative of the Libyan Ministry of Education and a special Rumanian delegation visiting Libya concerning a special agreement between Libya and Rumania for the building of 3,100 new classrooms during the next four years. The Libyan administrative director of planning for the Ministry of Education also attended the meeting.

41. "The first leading experiment for autonomy" Al-fajr al-jadīd, February 20, 1974, p. 3.

This article discusses the creation of a state of "autonomy" at the Manar Elementary and Preparatory School for girls in Libya. The word "autonomy" here means that it was the girl students themselves who organized activities at the school and participated in making all important decisions for the direction of the school's program. This idea was supported by the Manar School's Popular Council, who encouraged it as a valuable means of building students' personalities as well as a means of breaking the barrier between the educational process and the process of "upbringing." The article describes reactions to the new program, from both the students and the administration's point of view.

42. "Social service in the field of education" Al-Balāgh, February 27, 1974, p. 3.

This article focuses attention on the role of social or counseling services in the schools and their importance in helping to guide students, and in encouraging the full development of their personal capabilities, both inside and outside the classroom. The article includes discussion on the following subtopics: the role of the guidance counselor; his positive participation in educating students; the professional preparation and qualifications necessary for a guidance counselor; different degrees of success reached by guidance counselors; the Dept. of Social Service in the School of Education at the University of Libya.

43. "Drawing up of developmental plan for all educational levels, beginning with the coming school year" Al-fajr al-jadīd, March 7, 1974, p. 2.

The Minister of Education, Muhammad Ahmed al-Sharīf, announced that he had decided to draw up a developmental plan for all educational levels beginning with the coming school year. The Minister of Education stressed the importance of the participation of the Popular Councils from all districts (linked administratively with the Ministry of Education) in putting into effect the plans for educational developments. The working agenda included the following topics: study of a plan for development; school buildings; internal class units; school furnishings and laboratories; educational materials; school books; the opening of new schools and institutes.

Educational organization - Primary education

44. "What does the Social Health Center for Children offer ? Discussion with teachers of the children on educational methods followed by the Center" Al-ra'a, March 7, 1974, p. 3.

This article describes the recreational and educational program followed by the Children's Social Center located in the Turk market of the medina in Tripoli. The children's program is fitted to suit the needs of those children who are between the ages of 3 and 6. There are 180 children currently enrolled in the school. The children participate together in a program of physical and mental activity integrated into the teaching programs for religion, music, songs, stories and games. The older children (those 5 or 6 years old) begin to learn reading, writing and arithmetic and general facts.

Educational organization - Secondary education

45. "Visit inside the Khadīja al-Kubra School for Girls" Al-Balīgh, March 25, 1974, p. 9.

This article describes a visit made to the Khadīja al-Kubra School for Girls in Benghazi, which has 550 girl students grouped into divisions of: preparatory and secondary school levels, and a teachers' training institute with a 5-year program.

The article concentrates its attention mainly upon the extra-curricular activities at the school (in regards to music, theatre and sports activities, for example). The girls at the school have also participated in social-help programs considered as part of the Libyan cultural revolution (political consciousness campaigns; wiping out illiteracy program, etc.).

Educational organization -- Higher education

46. "The College of Sciences at the University of Tripoli will set up a very modern oceanography station" Al-fajr al-jadīd, February 21, 1974, p. 3.

This feature article discusses the plans for the establishment of a new oceanography research center at Tājurā under the auspices of the University of Libya. The article outlines briefly the new program to be followed (a degree program in oceanography will now be set up at University of Libya) and the practical aims for such a course of study, and explains why the oceanography research center itself will be located at Tājurā.

Special education

47. "The transformation of prisons into social foundations and the introduction of a system of technical education" Al-fajr al-jadīd, March 26, 1974, p. 4.

This article discusses a new education program going into effect in Libyan prisons for the wiping out of illiteracy of prisoners and the technical training of some prisoners to prepare them for their re-entrance into society once they have completed their sentences. The prison workshops, factories and classes are being set up under the auspices of the Ministry of Education as well as the Ministry of Labor, and a specialized committee was set up to oversee and coordinate the new projects.

III. MOROCCO

Educational organization

48. "Al-Houceine: motions du Congrès Régional du Parti de l'Istiqlal" (Al-Houceine: motions of the regional conference of the Istiqlal Party). L'Opinion, January 4, 1974, p. 3.

One of these motions concerns education. Those attending the conference are demanding that the ex-minister's promise concerning religious education and the encouragement of private education, be kept. They are calling for the creation of secondary and primary schools; the encouragement of teachers to teach in remote regions, by guaranteeing housing for them; the exclusive employment of Moroccans as education staff; and Arabization.

49. "A propos de l'enseignement. Aperçu sur la situation dans des établissements casablancais" (Concerning education in establishments in Casablanca). L'Opinion, January 11, 1974, p. 5 (1-1/2 col.).

The education sector is, according to this article, one of the most important organisms in the government apparatus. It is also the most delicate, because of the difficulties and problems connected with it.

A report on education in Casablanca has been drawn up from contacts with teachers and students there. It reveals that local and working conditions are difficult, and that a reform should be instituted as soon as possible, be it at the level of the administration, the teaching staff, the students, organization or control.

50. "Rich: recommandations du Congrès régional du Parti de l'Istiqlal" (Rich: recommendations of the regional conference of the Istiqlal Party). L'Opinion, February 10, 1974, p. 3.

The circumscription of Rich is severely affected by a shortage of schools and of competent teachers. Certain recently-built schools are empty because there are no means of transportation for scattered students. The children in boarding schools are badly nourished and neglected. There are no Koranic schools. The facilities of the one secondary school are inadequate, and some of the teachers are incompetent. Teachers' living conditions are unsatisfactory, and scholarships are inadequate and distributed inequitably.

51. "Discours du Trône de S. M. le Roi" (Speech from the Throne by H. M. the King). L'Opinion, March [illegible], 1974, p. 3 (1 col.).

In this speech, the king recalled the importance of education in training youth to have faith in its religion and in its country, and in orienting it to be open to the modern world. The state wants to promote an educational policy based on the principles of "Moroccanization" (employment of exclusively Moroccan staff), Arabization and universal enrollment. The government budget has set aside a large part of its receipts and has drawn up a project of reorganization of the university granting students some participation. The question of the schools and programs of religious education is being studied.

52. Loutfi, M.L. "Le malaise d'une jeunesse. L'action de l'école" (The unrest of youth. The school's action). L'Opinion, March 24, 1974, p. 6.

The author of this article examines the way in which the school carries out its task. The programs by no means correspond to the national aspirations; the bear the stamp of the West. The primary school teaching staff is not fulfilling its pedagogical role because of a lack of pedagogical counselors and because of the way in which assistant inspectors are fulfilling their role. Secondary school administration is badly organized and incompetent. More emphasis should be placed on para-educational activities and less on discipline. Educational orientation should be based on specifically Moroccan texts. To guarantee the student's moral integrity, each establishment should have a competent psychologist.

Educational organization - Secondary education

53. "Regrettables incidents dans certains lycées de Casablanca" (Regrettable incidents in certain lycees of Casablanca). L'Opinion, March 21, 1974, p. 1.

The article reports on rumors that strikes have been held in certain lycees. Behind these lay an attempt to set fire to two secondary schools. The incidents broke out following a conference of a provocative nature. In reaction, lycée students circulated a bulletin demanding that programs be revised taking into consideration the Moroccan situation and Arab-Muslim humanism, that a place be given in the Faculty of Law to the study of the Shari'a and of Muslim economy, that the teaching of these disciplines be entrusted to Muslim professors, and that the arbitrariness of certain teachers be done away with.

Educational organisation - Vocational education

54. "Kénitra: les 2 centres de qualification professionnelle ne suffisent pas" (Kenitra: the 2 centers of vocational qualification are not sufficient). L'Opinion, February 22, p. 7 (1 col.).

The problem of technical staff and skilled manpower has been solved by the creation of centers of professional qualification with several sections. These two centers cannot, however, resolve the problem of the shortage of competent, qualified workers, nor can they handle all the young who are unemployed. The article concludes that centers of further training and retraining should be created.

Educational organization - Higher education

55. "Plusieurs projets inaugurés par trois ministres" (Several projects inaugurated by three ministers). L'Opinion, February 7, 1974, p. 5 (1 col.).

Among these projects, a faculty of medicine with a capacity of 500 students is planned for Casablanca. The first section will be completed next October, for first- and second-year students. A school of public works and communications is also to be built, to provide the skilled manpower necessary for the Ministry of Public Works and Communication. It will have several levels, from foremen to technical assistants and engineers, and will have a capacity of 744 students with a residence of 216 students.

Religious education

56. "Pour une refonte radicale de l'enseignement original" (For a radical reform of religious education). L'Opinion, February 22, 1974, p. 3.

This article mentions several editorial suggestions made by the newspaper "Al Alam", in the aim of truly reforming religious education, which has more and more become abandoned. Attention should be given to the sectors which provide the students for this branch. Programs should be drawn up, a solid training given to teachers, and a budget allocated which is adequate to all the requirements. The responsibility of the commission created to revise programs and introduce reforms is enormous.

Cooperation

57. "Problèmes de l'enseignement" (Educational problems). Revue de Presse, vol. 19, no. 181, January 1974, p. 1.

The first part of this report quotes an editorial in "L'Opinion" of December 21, 1973, speaking of the universalization of education. This is an aim which would seem impossible within the framework of present economic and social policies. The educational "balance-sheet" should convince the authorities that it is time to change policies. "Al Bayane" no. 56 of December 26, 1973, published an article entitled "The training of teachers is urgent and feasible." Cooperation should fall within a policy of manpower training in accordance with the nation's human potential.

58. "Vers une relève des coopérants au Maroc ?" (Towards a replacement of cooperants in Morocco ?) Maghreb, no. 61, January-February 1974, p. 7.

The works of the joint Moroccan-French commission on programs show a certain continuity in the ideas of the two parties. The Moroccan representative requested the pursuit of direct assistance in the form of teachers, while the French representative would like to see Moroccan staff substituted for the French. Despite reservations on the part of Morocco, France is determined rapidly to reduce the number of cooperants, and a plan for their replacement must be drawn up with the Moroccan education department.

IV. TUNISIA

Philosophy and theory of education

59. "L'Association tunisienne de l'Ecole Moderne: Pour une pédagogie dynamisante. Un entretien avec M. Ameur Ismail. Propos recueillis par Taoufik Cherif" (The Tunisian Modern School Association: For a dynamic pedagogy. An interview with Ameur Ismail. Remarks gathered by Taoufik Cherif). La Presse, January 24, 1974, p. 2 (2-1/2 col.).

This teachers' association has realized that the usual pedagogy lacked dynamism. In addition to its periodical activities, it organizes training periods for educators at the regional, national and international levels. The article indicates its pedagogical spirit, its aims and concerns, and the scope of its group activities and survey methods. In addition to publishing work done by students, the association puts out a monthly bulletin, "Lieu" and a children's magazine, "Le Bouquet."

60. Cherif, Taoufik. "Promouvoir l'enseignement. L'orientation scolaire est fondée sur la psychologie expérimentale" (Promoting education. Academic orientation is based on experimental psychology). La Presse, February 2, 1974.

This orientation is based on tests. Modern psychology is concerned with perfecting basically psychometric orientation methods. There is a fundamental difference between examinations and psychological tests. The test is based on objective experience and makes it possible to discover the student's intellectual aptitudes, and then to determine the appropriate functions and sections for him. This type of psychological enlightenment of education makes it possible to avoid many school failures, or at least to avoid a waste of time.

Initial equality of opportunity for all students must be fundamental. Thereafter, a whole series of psychopedagogical tests make it possible to point up certain aptitudes so as to develop them and orient the student as well as possible.

61. "A l'ouverture des travaux du Séminaire Economique International. M. Hedi Nouira: le système educationnel doit répondre aux besoins du développement" (At the opening of the works of the International Economics Seminar. Hedi Nouira: the education system must meet the needs of development). L'Action, February 28, 1974.

In the field of education, the past ten years have been the time of a tremendous work of universalization and democratization. Nearly one-quarter of the population is now attending school. This result calls for qualitative reorientation and adaptation. The education system should be made capable of meeting the needs arising from economic development. The aim is to achieve a better synchronization of the needs of the economy and the flux of the education and training system. It is indispensable, however, that disparities be reduced to a minimum so as to obtain a satisfactory balance, both quantitative and qualitative.

62. "Clôture du Séminaire Economique Internationale. Coopération entre l'éducation et l'économie" (Closing of the International Economics Seminar. Cooperation between education and the economy). La Presse, March 2, 1974.

Hamed Zghal, State Secretary under the Minister of Education, read the report of the third commission: "Harmonizing economic development and developments in employment." The introductory report drawn up by the Ministry of Education on the basis of Tunisian experience, served as the basis for fruitful discussions and debates among the participants.

The educational system, despite its limited resources, must accomplish its mission, the promotion of man, thus meeting the needs of and facilitating socio-economic development.

The participants emphasized the fact that no educational system can completely meet economic requirements, because of the gap between predictions concerning employment and periods of training.

Several solutions have been suggested.

63. "Visite de M. Driss Guiga à Sfax. Le ministre de l'éducation nationale préside le séminaire régional de l'OTEF" /Driss Guiga visits Sfax. The Minister of Education presides over the regional seminar of the OTEF (Tunisian organization of education and the family)/. L'Action, March 6, 1974.

In a speech given on this occasion, the minister said, among other things, that the school's mission bears on three essential elements:

1. Opening each individual's horizons to nourish his native abilities;
2. Transmitting to the student the values of human civilization;
3. Offering the individual opportunities to become integrated into society and to assume the responsibilites of active life.

64. Naija, Ahmed. "The aim of the book report" (in Arabic). L'édition de l'éducation, no. 1, 1974, pp. 33-37.

The author maintains that a student's book report must represent a creative effort, not simply a passive transmission of others' work. To achieve this aim, the teacher must organize the presentation of a book report not as a conference, but as a debate between the students responsible for summarizing a book, and the other students. The teacher's role is simply to open the debate to close it, and to see that a minimum of discipline is maintained as the debate progresses. Grades are assigned by a committee of students designated for that purpose.

Last, the author gives an example of the organization of such a debate.

65. "Ouverture à Sousse des cours universitaires pour les professeurs du 1er cycle de l'enseignement secondaire" (Opening, in Sousse, of university courses for teachers in the 1st cycle of secondary education). La Presse, February 5, 1974, p. 2 (1/2 col.).

These courses were organized for the promotion of teachers. Taoufik Rebah, Cabinet Head in the Ministry of Education, who presided over the opening, emphasized their importance within the framework of continuing training. He spoke of the various pedagogical concepts and stressed the need for giving prime attention to the child's psychological development. With respect to the revision of programs, the Minister of Education wants to consult specialists and representatives of national organizations.

66. "Tunisie: l'exode rural des jeunes préoccupe les autorités" (Tunisia: the rural exodus of young people is a source of concern to the authorities). Bulletin I.I.E.E. January 25, 1974, no. 47, pp. 5-6.

From December 19 to 22, 1973, a seminar was held in Tunis on "rural youth, its problems and prospects." In a first session, the participants analyzed the present situation region by region. Then, having made a diagnosis, they sought an effective therapy. At the same time that the necessity of education was stressed, its effect on the exodus of young people was pointed out. It sometimes causes alienation and disinterest on the part of young people with regard to the agricultural professions. A revision of educational orientation was suggested which would include an initiation into manual work, programs of observation of the environment, and pre-professional preparation. The school should be open to the socio-cultural activities of the region. Technical, technological and professional training should be promoted.

67. Ismail, Ameur. "Pourquoi les techniques 'Freinet'?" (Why the "Freinet" techniques ?) An-Nachra-At-Tarbaya Revue Pédagogique, no. 3, 1974, pp. 28-29.

In the majority of schools there is a gap between school and social life. Modernisation has changed that. These factors have led to an adaptation of pedagogy to the child's real needs. The effectiveness of traditional education is too low; it does not prepare the child for life. Modernization has been undertaken with a view to adapting the school to the environment. The education is thus based on the child's freedom and on his reduced capacities. Freinet education claims to be more balanced, more adapted to the context and the environment, than is Neill's pedagogy. The techniques used awaken a sense of personal initiative, of tolerance and of responsibility.

Educational organization

68. "A la clôture des journées d'études des élèves des classes terminales. M. Hamed Zghal annonce la création de trois lycées techniques à Menzel Bourguiba, Gabès et l'Ariana" (At the closing of the study sessions of the final-year students. Hamed Zghal announces the creation of three technical lycées, in Menzel Bourguiba, Gabes and Ariana). La Presse, January 29, 1974, p. 2.

At the beginning of the session, the reports prepared by the commissions were read. The participants gave their opinions concerning the relations between education and employment, academic orientation, and the parent-school relationship. The State Secretary under the Minister of Education then reported on the development of educational policy in Tunisia since independence. Tunisia devotes 11% of its national income to education. Academic orientation is practiced as a function of the aspirations and abilities of the student, and also according to the needs of society. It would be a good idea to improve the level of primary school teaching by eliminating over-crowding, recruiting teachers, and increasing the number of hours of classes.

69. "L'éducation et la formation hors 'Education Nationale' en Tunisie" (Education and training outside the education department in Tunisia). Republic of Tunisia, Ministry of Education, Planning Bureau. February 1974, pp. 16, 18, 49, 33, 62.

This is a group of reports concerning training and education independent of the Ministry of Education.

The first report gives an overall view of teaching and training systems in Tunisia and a list of the organizations responsible. The second discusses more specifically education outside the ministry. It speaks of private education under the ministry, the training center for management assistants, the Bourguiba Institute of Living Languages, and the French schools in Tunisia. The third document studies the system of agricultural training in Tunisia. It was prepared in June 1973, and gives the structures and functioning of this education, as well as its financial aspects and its capacities. The fourth report treats the training given under the auspices of the Bureau of Tunisian Workers Abroad, of Employment, and of Vocational Training, and the fifth speaks of the current situation with respect to the vocational training establishments attached to the various Tunisian public institutions and not mentioned in documents 3 and 4.

70. "Recevant les présidents des universités arabes, M. Driss Guiga: 'notre objectif principal est la démocratisation de l'enseignement'" (Receiving the presidents of the Arab universities, Driss Guiga: "our chief aim is to make education more democratic"). La Presse, February 5, 1974, p. 4 (1 col.).

In this speech, Mr. Guiga discussed Tunisian educational policy. It is, he says, based on a policy of development which is supported by the principle of the promotion of man. Since 1957, the education budget has been larger than any other. The chief aim is to make primary education more democratic and more universal.

The fundamental educational problems in Tunisia are bilingualism, orientation of students toward the scientific and technical sections, and employment of an exclusively Tunisian teaching staff (this has already been accomplished in the primary).

Mr. Guiga next discussed the use of French as a language of instruction alongside the national language, Arabic.

Mr. Marsi Ahmed, general secretary of Arab universities, thanked Mr. Guiga and stressed the fact that university problems are similar throughout the Arab countries.

71. Dridi, Ridha. "Essai de calcul de coût (unitaire par élève) de fonctionnement des écoles normales d'instituteurs 72 et 73" /An attempt to calculate the operating cost (per student) of the normal schools for elementary school teachers 72 and 73/. in: Etudes. Appendix III of the TAVEF Unesco-Sida report, March 1974, pp. 22 to 32.

A figure is obtained for this cost by dividing the operating expenses by the number of students declared for the same year. It was calculated for two years and is based on the articles of the normal school budgets for the years 1972 and 1973.

72. "Education - formation - emploi" (Education, training, employment). La Presse, March 7, and 8, 1974.

During the recent international economics seminar, a report was given by the Minister of Education on the job situation and the harmonization of the educational and training system with the developing job market in Tunisia.

This article includes a synthesis of the chief points studied in the report.

Measures have been taken to reduce the tension and the acuteness of these problems.

The educational and training system is called upon to establish as great a balance as possible between training and employment.

The second part discusses the integration of young people into social and economic life. There are three immediate aims: "opening" the school onto real life, making primary education universal and improving the level, and improving the students' orientation in the different educational branches in conformity with needs which have been outlined.

Educational organization - Primary education

73. Ta Ngoc Chau. "Croissance démographique et coûts de l'enseignement dans les pays en voie de développement" (Population growth and education costs in developing countries). Paris, Unesco, 1972. 323 pp., graphs, tables (International Institute for Educational Planning).

This report is based on four studies of individual national cases (Ceylon, Colombia, Tanzania, Tunisia). It shows the effect of population growth on the elementary school enrollment and on requirements in teachers; on the costs of primary education and teacher training; and on the effort required in developing primary education.

74. Chettaoui, Abdellaziz. "Bilinguisme et Enseignement primaire en Tunisie" (Bilingualism and elementary education in Tunisia). Thesis of the third cycle, in psychology, defended in January 1974 at Strasbourg. 216 pp. mimeographed, plus appendix.

The question the author poses is whether bilingualism may be the cause or one cause of a drop in the academic level. He begins with an historical analysis of elementary education and studies the importance of bilingualism and of certain problems it raises in Tunisia.

He then discusses his methodology and means of investigation (questionnaires and tests), and gives the results of his survey. The work is of informative value. For a better approach to the question, a larger number and a more varied sampling of students should be considered. A large number of teachers hold bilingualism responsible for the students' academic backwardness, but in reality it depends on their social level.

The deciding factors for increased profits from educational investment would be: action within the socio-economic environment, revision of the programs and methods in both languages, revalorization of Arabic.

75. "La discipline à l'école primaire" (Discipline in elementary school), by the "Groupe Pédagogique" of Le Bardo. An-Nachra-At-Tarbawya Revue Pédagogique, no. 5, 1974, pp. 25-27.

The authors of this article attempt to reply to certain questions concerning problems of discipline: how to conceive an order; how to maintain it (the teacher's competence); how to proceed; what punishments are possible and are not anti-educational; cooperation with the family.

76. Baaics, Abdeljabar. "Les coûts de fonctionnement de l'enseignement primaire" (The operating costs of elementary education). In: Etudes, Appendix III of the TAVEF, Unesco-Sida report, March 1974, pp. 3-21.

The implementation of an educational system based on audiovisual techniques implies an evaluation of the expenses and a comparison with those incurred otherwise.

The object of this study is to evaluate these expenses at the elementary school level. The following have been determined: the proportion of the expenditures devoted to primary education in 1969-70 and 1972; the expenditure per student in 1972; the expenditure per teacher hour/ student in terms of auxiliary teachers' tools; the expenditure per tool hour/student. The unit expenditures are either redemption expenses or the expenditures for certain decisions (estimate of the cost of the creation of a new class and cost of the creation of one new student place).

77. Dammak, Abdesselem. "Etude sur la situation des écoles primaires en 1973-1974" (Study on the elementary school situation in 1973-1974). In: Etudes, Appendix VII of the TAVEF Unesco-Sida report, March 1974, pp. 4-17.

The aim of this inquiry was to obtain an overall idea of the school population in the 5th and 6th years of primary school: numbers, rate of repetition, facilities, audiovisual means, etc. The results are grouped around three points: basic characteristics of the population affected, facilities from which it benefits, means at its disposal. The following observations may be made: the number of girls enrolled is insufficient (especially in Kasserine and Kairouan); the number of teachers is also insufficient; the number of teaching days should be increased; an insufficient number of schools are provided with electricity; almost no effort at all has been made to equip primary schools with audiovisual means.

78. Doua, Mahfoudh, Noureddine Dhahri, Abdessatar Dhib. "Analyse critique des contenus des programmes scolaires de l'enseignement primaire en égard aux objectifs définis par cet enseignement". (Critical analysis of the content of elementary school programs in relation to the defined aims of this instruction). In: Etudes, Appendix III of the TAVEP Unesco-Sida report, March 1974, pp. 88-137.

This analysis assumes a preliminary definition of the terms "aims" and "programs." Once the idea of aims had been defined theoretically, official and pedagogical documents were sought and analyzed to reveal the aims of elementary education, which were concluded to be as follows: "national" content of the instruction; integration of the child into the socio-cultural environment; adaptation of the instruction to the country's economic needs; adequate orientation of the child; acquisition of theoretical and practical knowledge; pre-professional initiation; adaptation of the instruction to the needs of the modern world.

In comparing the general aims with the specific aims, and thus with the subjects taught, a disproportion will be noted between the rightful importance of such an aim and the place it occupies in reality. This, along with a critical analysis of primary teaching programs, makes possible certain observations.

Educational organization - Secondary education

79. Chabaan, Mahmoud. "Reformes urgentes à introduire dans le concours d'entrée à l'enseignement secondaire" (Urgent reforms to be made in the competition for entrance into secondary education). L'école ouverte, no. 15, January 1974, pp. 12-15.

The author contends that it is impossible to judge a student's entire school performance on the basis of a single examination carried out under special conditions. While awaiting thorough reforms, he requests that two sixth-year elementary school exams be taken into consideration in the competition for entrance into secondary schools, and that certain modifications of the French requirements be made.

80. Harzallah, Abdelaziz. "Monographies professionnelles et enseignement technique" (Professional monographs and technical education). An-Nachra-At-Tarbawya Revue Pédagogique, no. 3, 1974, pp. 4-6.

The classes of the third year of secondary education are classes of orientation. Studies have not yet been made of the lifetime projects of this school-attending adolescent population. The aim is not to orient the adolescent but to help him orient himself. To this end, he should be informed concerning professions and the job market.

Until 1970, there was a delegate from the French University Statistics Bureau in Tunisian secondary establishments in relation with the Tunisian Center for School and University Documentation. This documentation center is now an information service for students under the ONOU. Tunisian professional monographs have been prepared by the OFPE which will help guide students.

Educational organization -- Vocational education

81. Harzallah, Abdelaziz. "Sciences et technologie dans l'enseignement professionnel" (Science and technology in professional education). An-Nachra-At-Tarbawya Revue Pédagogique, no. 1, 1974, pp. 8-11.

Science, the author maintains, lies at the basis of technology, and it is imperative that the professor of technology be aware of this. A technical discipline includes only a part of each science. The teacher of a technical discipline is a new type of science teacher. This observation can be transposed from professional education to secondary industrial technical instruction.

82. Vigner, Gérard and Alix Martin. "Une expérience d'enseignement des langues de spécialité: le français technique dans les collèges d'enseignement professionnel de Tunisie" (An experiment in specialized language instruction: Technical French in vocational high schools in Tunisia). Le français dans le monde, January-February 1974, no. 102, pp. 18-26.

Experience has shown that a large number of students in Tunisian vocational high schools meet, in learning their specialties, obstacles due basically to faulty knowledge of the working language - technical French. A new reform of French programs in these sections should help the student better to understand technical courses, technical texts, and the instructions of the shop foremen. The remarks made in this article show certain characteristic points posing particular difficulties for students in the first year of industrial education in Tunisia.

83. "Ecole de la marine marchande et des pêches maritimes de Sousse" (The merchant marine and marine fisheries school of Sousse). OfiOU informations, no. 6, January 1974, 9 pp.

This school was founded in 1966. Its aim is to provide the officers necessary for these sectors. It prepares students for three categories of Command Certificate and three categories of Head Mechanics Certificate. Information is given here concerning the organization of studies and the administration of the school.

84. Le lycée Bab el Khadra ouvre la campagne sur l' 'Ecole ouverte'" (The lycée Bab el Khadra opens the campaign on the "open school"). La Presse, February 16, 1974.

Taoufik Rebah, Cabinet Head of the Ministry of Education, inaugurated a campaign on the "open school" which consisted in opening the workshops to those interested in visiting them. The aim of this information campaign was to sensitize students and parents to technical instruction and to encourage them to choose technical specialties.

85. Dammak, Abdesselem. "De quelques résultats globaux de l'enquête sur la réceptivité" (Concerning some overall results of the survey on receptivity). Provisional report in: Etudes, Appendix II of the TAVEF Unesco-Sida report, March 1974, pp. 17-35.

The essential aim is to determine the "target themes" as well as the social and professional characteristics of the population that will be affected by the programs of training through radio and television. The survey gathered information on the population's particular concerns, its attitude, its degree of instruction, age, profession, geographical distribution, and cultural environment. The results of the survey make possible certain observations: any vocational training implies at the outset a minimum degree of instruction which is far from having been reached. Present radio and television programs seem to have little impact on the population. The people are avid for training, but the cultural environment is mediocre.

86. "Sous-commission de la Formation Professionnelle et de l'Emploi" (Subcommittee on Vocational Training and Employment). La Presse, March 9, 1974, p. 5 (1/2 col.).

During the regular meeting of this subcommittee presided over by Driss Guiga, a detailed study of the vocational training sector was presented.

Vocational training every year involves some hundred thousand boys and girls, the majority of whom do not have the required level of instruction. The training centers cannot meet all the demands made on them, and there is an imbalance between the various sectors. In conclusion, the study proposes the introduction of manual work into the elementary education programs.

Educational organization - Higher education

87. "Institut des Hautes Etudes Commerciales" (The Institute for Higher Commercial Studies). ONOU informations no. 5, January 1974, 6 pp.

The instruction given in this institute in Tunis is of the level of the second cycle of higher business education, and trains high-level executives for commerce, industry and business administration. Admission is solely on the basis of competition. The student must go through three practical training periods during his course of education. The instruction involves general and legal courses and courses in management techniques and languages.

88. "Réunion du Conseil Supérieur de l'Education Nationale" (Meeting of the Higher Council of National Education). La Presse, January 15, 1974, p. 4.

This meeting, presided over by Driss Guiga, was devoted to a continuation of the study of the project of reorganization of the structures of higher education. Study of this question had previously been put off because of certain questions. The Minister of Education then summarized the comments of the participants concerning the reorganization of the educational system.

89. "Sous la direction de M. Driss Guiga le Conseil Supérieur de l'Education Nationale poursuit l'examen du projet de réorganisation des structures de l'enseignement supérieur" (Under the direction of Driss Guiga the Higher Council of National Education continues its study of the project for reorganization of the structures of higher education). L'Action, January 16, 1974.

During the first meeting, the members of the council raised several questions concerning the educational system and the reform of higher education. Mr. Guiga summarized the comments made by the participants, and a committee responsible for studying closely the suggestions made within the council was created.

90. "Présidant la réunion du Conseil de l'Union des universités arabes, M. Driss Guiga: 'Former le maximum de cadres pour assurer à notre société la prospérité à laquelle elle aspire.'" (Presiding over the meeting of the Council of the Union of Arab Universities. Driss Guiga: "Training a maximum number of highly skilled manpower to assure our society the prosperity to which it aspires"). La Presse, February 5, 1974, p. 4 (1 col.).

Mr. Guiga emphasized the importance of the role of the Union of Arab Universities and emphasized the fact that their action is capable of training qualified Arab executives in accordance with the demands of modern developments.

He emphasized the necessity of the university's opening out onto the external world, since it is imperative that account be taken of the radical transformations taking place throughout the world in the scientific and technological fields.

Marzi Ahmed, general secretary of the union, emphasized the importance of the role played by President Bourguiba in the promotion of education, above all of higher education.

91. "Université I. Driss Guiga parle de l'Université." (The university I. Driss Guiga speaks of the university). Contact, no. 18, February 15, 1974, pp. 13-18.

This first article reports on an interview with the Minister of Education, and will be followed by a public opinion survey to clarify the university situation.

Mr. Guiga answered questions concerning the texts of the reform of higher education, the territorial or sectorial universities, the status of teachers, theses, and the future of the Zitouna (institute of higher religious education). He also discussed Arabization, the situation of students who have obtained their degrees in the Middle East, the General Union of Tunisian Students, and the question of exemption from the draft.

92. "Université II" (University II). Contact, no. 19, March 1, 1974, pp. 4-9.

The university is in question, but the reform of higher education must be placed within an overall educational policy. Reforms are envisaged only in the case of a crisis, and this is not a good method. Reform should be carried out by collaboration among all parties concerned. A choice of civilizations must first be made and a decision taken as to what sort of university is desired.

One paragraph of the article concerns the university's place in Tunisian society, and another is devoted to its operation. The role of the university is to train skilled workers and to ensure intellectual training.

From these remarks a picture may be gleaned of the Tunisian university as it appears through the responses of the people questioned.

93. "Le bulletin d'information de l'ONOU. Vocations, enseignements et débouchés" (The ONOU information bulletin. Vocations, instruction and job opportunities). La Presse, March 24, 1974.

The ONOU (National Bureau of University Activities) is a service of the Ministry of Education whose mission is to aid and inform students and university candidates.

The division of orientation and information is designed to give students and their parents all available information and documentation concerning schools, institutes and faculties.

It edits a quarterly "Bulletin de liaison et d'Information" which contains selected information in the form of cards which can be filed according to a code indicated on the cover of the bulletin.

Adult education

94. Ali, O. "Renovation of Adult Education by the New Media." Educational Media International, London, no. 4, 1972, pp. 5-14.

The author of this article examines the role and the place of audiovisual instruction in adult education in developing countries, particularly Tunisia.

95. "A l'Institut National de productivité, une nouvelle politique de formation" (At the National Institute of Productivity, a new training policy). La Presse, February 24, 1974, p. 2.

The rapid development of management methods has led this institute to attribute particular importance to the continuing training of executives. The INP has geared its policy towards the creation of new programs and the improvement of the existing ones. The value of the seminars organized by the INP, which are conducted by experts, lies in the fact that they are short, so as to avoid long absences from work.

Teacher training

96. "Ouverture à Sousse des cours universitaires pour les professeurs du 1er cycle de l'enseignement secondaire" (Opening in Sousse of university courses for teachers in the first cycle of secondary education). La Presse, February 5, 1974.

The opening of university courses organized for teachers in the first cycle of secondary teaching was presided over by Taoufik Rabah, Cabinet Head at the Ministry of Education.

On this occasion he emphasized the necessity that teachers make the psychological development of the child their prime concern.

In order to do so, they should be concerned as well with their own continuous training.

Speaking of the revision of teaching programs, he said that the Minister of Education was anxious to consult both specialists and representatives of national organizations.

97. Ben Ajmia Moktar, Touhami Ladjili, Ahmed Larabi. "Bilan critique des pratiques (programmes - méthodes - techniques) et des structures d'encadrement mises en oeuvre pour la formation et le recyclage des maîtres de l'enseignement primaire" [Critical report on the practices (programs - methods - techniques) and structures for the training and retraining of elementary school teachers]. Duplicated. Institut des Sciences de l'Education, 37 pp. March 1974.

Within the framework of the preparation of the project relative to audiovisual techniques, the INSE has been requested to make this study to provide as objective as possible a picture of training at the normal schools, both in Tunis and in the rest of the country.

This study is complementary to one made in May 1973 for a round table session. A standard profile has been established to judge training in the normal schools. An analytic and comparative study has been made of the schedules, aims and contents of the programs in certain disciplines taught at the normal school and in secondary schools. The authors then propose a plan of retraining and further training.

Teaching aids

98. "Education et mass media en Tunisie" (Education and mass media in Tunisia). In: Etudes, Appendix VII of the TAVEF Unesco-Sida report, March 1974, pp. 36-93.

This document presents a study of the activities of national educational departments and organizations which have used, are using or intend to use the mass media, especially television, for educational and training purposes.

Neither personnel nor premises are lacking; but there are no appreciable budgetary grants, no valid equipment, no specialized training, and no national and regional coordination of a well-planned and integrated educational effort. Illiteracy is a great obstacle which must be overcome.

The rest of the document speaks of the INSE closed circuit, popular agricultural education, educational radio-television for adults, vocational training, and of a typical television and radio program.

99. "L'anglais par video-film en Tunisie?" (English by video-film in Tunisia?) La Presse, March 31, 1974.

If a teacher could see himself teach, would it help him improve his capacity to communicate? This is what Anouar Jaoua, a Tunisian educator and linguist, thinks after observing the "analyze yourself" technique at a conference in the US.

In a recent interview, Mr. Jaoua, an English inspector in the secondary schools in Sfax, said that he hoped to introduce this new approach to teacher training in Tunisia.

"Observing himself is the best way for a teacher to see his defects, and an analysis of teaching by video-film is a technique that I would like to apply in Tunisia."

Religious education

100. Lelong, Michel. "Les évolutions récentes de l'enseignement islamique en Tunisie" (Recent developments in Islamic education in Tunisia). Ibla, 1974-1, no. 133, pp. 179-189.

Contrary to what has been the case in Algeria and Morocco, so-called "original" (Muslim) education was abolished by the reform of 1958. Tunisia has always given a relatively important place in its school programs to Islamic religious education, which is considered as one of the fundamental components of the national culture. In this article are presented observations and reflections on developments since 1969 in the field of religious education in the public schools. There is currently a tendency to give a more important place to Islamic values, hence the repercussion on academic programs.

V. SPECIAL PROBLEM - THE CAMPAIGN AGAINST ILLITERACY IN ALGERIA

Illiteracy remains one of the world's most urgent problems; while the percentage of illiterate people has fallen slightly in recent years, their absolute number has actually increased.

In terms of the campaign against illiteracy, the year 1974 was a year of international stock-taking, as it was the last year of the world program carried out by UNESCO.

Fifteen projects were launched in as many countries, including an autonomous project in Algeria.

The Algerian National Center for Literacy was created in 1965. Its activities were organized according to a specific program, in various sectors and taking various forms. The guiding method was a scientific one, and the program was adapted to Algeria's particular situation following systematic research work.

An attempt was made to choose the sites for the centers in accordance with local needs - particularly the problem of transport - and to reach people of all ages and backgrounds.

Articles concerning illiteracy in Algeria

(1) "1974: Année des bilans sur le programme expérimental d'alphabétisation" (1974: year of stock-taking concerning the experimental literacy program). El Moudjahid, January 16, 1974, p. 10.

(2) Mouhoub, Sara. "Alphabétisation. Le droit de savoir lire et écrire" (Literacy campaign. The right to learn to read and write). El Moudjahid culturel, January 18, 1974, pp. 7 & 10.

(3) "L'alphabétisation à Tlemcen" (The literacy campaign in Tlemcen). El Moudjahid, March, 20, 1974, p. 11 (1/2 col.).

(4) Ben Moussa, Ali. "Tissemsilt: la lutte contre l'analphabétisme" (Tissemsilt: the campaign against illiteracy). El Moudjahid, January 13-14, 1974, p. 8 (1/2 col.).

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